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ABSTRACT

An intensive evaluation of the quarter system versus semester system as a method of operation at Western Wisconsin Vocational, Technical, and Adult Education District (Western Wisconsin Technical Institute) was conducted through student and faculty evaluation along with an analysis of the effects of the quarter system on other schools, agencies, businesses, and industries. The student body, who had studied under both semester and quarter systems, was surveyed as to personal preferences and opinions on advantages and disadvantages of the new system. Staff evaluation was conducted by personal interview with similar questions. Others contacted were industrial and business firms employing institute graduates, high schools providing the Institute student body, and the registrar's office concerning transfers in and out of the Institute. Responses showed a similarity of opinions; the vast majority indicated a preference for the quarter system over the semester system. Advantages mentioned were greater scheduling flexibility, wider selection of electives and course offerings, more utilization of equipment and facilities, more opportunities to repeat missed or failed courses, and higher student interest and morale with a shortened time schedule, while disadvantages were increased grading and registration paper work and the possibility of students needing more textbooks. (EA)

ED 087874

FINAL REPORT

Project No. 02-026-212

STUDENT AND STAFF EVALUATION OF THE QUARTER SYSTEM AT WESTERN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT

1972 - 1973

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RESEARCH AND PLANNING

WESTERN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT

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CE 000 964

Abstract

In January of 1969 Western Wisconsin Technical Institute received a grant to conduct a pilot program to establish the quarter system as the method of operation in Western Wisconsin Vocational, Technical, and Adult Education District.

The first report on that project was published in 1971. That report dealt with the methods and procedures used in making the transition along with a complete description of curricula that were developed for the quarter system.

Subsequent to that report, an intensive evaluation has been conducted. The scope of activities that were included in the evaluation were an evaluation by the students and faculty of Western Wisconsin Technical Institute along with an analysis of the effects of the quarter system on other schools, agencies, and business and industry. The major finding of this evaluation was that the overall effect of the quarter system was to improve the opportunities for the students with very few disadvantages.

A complete analysis of the advantages and disadvantages of the quarter system are included in this final report.

I. Introduction

A. Statement of Problem.

When Western Wisconsin Technical Institute initiated a pilot program to establish the quarter system as a method of operation in Western Wisconsin Vocational, Technical and Adult Education District, several groups of individuals could be affected by the change from a two 18-week semester operation to three, and eventually four, 12-week quarter operation. These groups were located in school and out of school.

The in-school groups were defined as students, teaching faculty, administrators and ancillary personnel.

The out-school group most likely to be affected by the quarter system are secondary schools and institutions of higher learning that would provide students for programs or accept transfer credits of graduates. A second kind of out-school group affected by the quarter system are the business and industrial firms that hire students and graduates.

B. Objectives of the Study Are to:

1. Ascertain student and staff satisfaction with the quarter system.

2. Discover the strength and weakness of the quarter system as seen by the students and staff.

3. To discover the effects caused by the change to the quarter system on the various aspects of school life.

C. Procedures and Methods

The study was conducted in two parts. The first part was a survey of the student body who studied under both semester and quarter systems during the 1969-70 school year. These students were in a position to offer personal preferences and opinions on the advantages and disadvantages of the new system. The students surveyed were mostly associate degree students. The only diploma programs of two years' duration are in the Industrial Division.

The second part, staff evaluation, was done by personal interview using similar questions. Teaching faculty and professional and ancillary staff were included on the interview list.

Many of the industrial and business firms that employ Western Wisconsin Technical Institute graduates were contacted through a mail survey made by the Placement Director's Office in conjunction with an interview inquiry.

High schools that provide the Institute student body were contacted through the High School Relations Office to provide information on the effects of the quarter system on the student's decision to enroll at the Institute.

The Registrar's Office collected information concerning transfer of credits into Western Wisconsin Technical Institute and from the Institute to other schools.

D. Data Gathering Instruments

Copies of the data gathering instrument are included in the appendix.

The questionnaire used to measure the faculty evaluation was essentially the same as that used with students. The faculty questionnaire included an additional question, to rate on the five point advantage-disadvantage scale, the opportunity for faculty to work full-time in business and industry during the year other than the traditional summer quarter.

II. FINDINGS

Part 1 - Student Evaluation

The following charts and narrative summarize the student evaluation of the transition to the quarter system operation at Western Wisconsin Technical Institute. They also relate the strengths and weaknesses of this system as viewed by them. Each question from the survey is analyzed separately. The first table shows the enrollment by program and the remaining tables show student responses to individual questions of this survey instrument. (see Appendix).

The survey instrument asked both, which of the present effects of the quarter system were an advantage or disadvantage, as well as possible future effects. The present or immediate effects that were considered an advantage by most students were the decreased time between grades, the greater variety of general education courses offered as electives, more opportunities to make up failed or missed courses and an opportunity to meet with the advisor more times during the year. Those items which the students considered as a disadvantage were the increased number of registrations per year, the need to purchase a greater number of textbooks during the year and the fact that each course makes a smaller percentage of the total number of credits earned.

In relationship to the possible future effects of the operation of the quarter system, the students viewed all presented to them as advantages: These include the opportunity to take a full quarter's work in the summer; the

opportunity to enter school four times during the year; the opportunity to shorten the time required to complete a two-year program by attending six consecutive quarters and the opportunity to participate in a cooperative work-study program where the student would work full-time in industry one or more quarters per year.

The general summary of the students' response to the quarter system can be stated very briefly in that the vast majority of them prefer the quarter system over the semester system.

Table 1

Two-Year Student Enrollment by Department

Third Quarter 1969-70

	Male	Female	Total
Agri-Business	9		9
Business Education			
Accounting	14	12	26
Marketing	32	13	45
Administrative Secretary		7	7
Legal Secretary		9	9
Medical Secretary		11	11
Data Processing	14		14
Trades and Industry			
Commercial Art	5	8	13
Printing and Publishing	3	1	4
Air Conditioning	7		7
Automotive Technology	8		8
Electronics	23		23
Mechanical Design	17		17
Machine Shop	12		12
Wood Technics	5		5
	149	61	210 Total

Question 1

Question one of the survey attempted to measure whether students who studied at Western Wisconsin Technical Institute under both the semester and quarter systems considered some aspects of the quarter system advantages or disadvantages.

One difference between the quarter system and the semester system is the additional registration required under the quarter system. On an all-school basis, 59.8 per cent of the students considered the additional registration per year a disadvantage. In the associate degree programs, 44.4 per cent of the Agri-Business Division, 73 per cent of the Trades and Industry Division, and 64 per cent of the Business Education Division considered the additional registration a disadvantage.

The highest percentage of students, 44.4 per cent, who thought the increased registration an advantage was found in the Agri-Business Division. This compares with a 26.4 per cent all-school opinion that the more frequent registration is advantageous. (The Agri-Business figures indicating advantage and disadvantage are equal at 44.4 per cent.)

Staff involved in planning the change-over to a quarter system thought perhaps the shorter time between final term grade reports would provide positive reinforcement for the students. On an all-school basis, 57.7 per cent thought the decreased time between grade reports an advantage.

On a division basis the percents ran from 51.9 per cent to 77.7 per cent indicating that over half of the students in each division were positively affected by more frequent grade reports. Only the students in the Distributive Education Division showed any marked trend away from the 15.3 per cent "no opinion" response to this item. About 21.6 per cent

of Distributive Education Associate Degree students had no positive opinion on the question.

Of all students surveyed, 73.6 per cent considered the increased number of General Education course offerings an advantage. The response is consistent in all divisions.

A total of 67.7 per cent of all students thought the quarter system would provide the advantage of more opportunities to make up failed or missed courses; 24.3 per cent had no opinion on the subject. The trend is almost the same in all divisions.

There was a definite trend (82.5 per cent) in considering the purchase of an increased number of textbooks a disadvantage.

Only 12.8 per cent more students thought it an advantage that each course was a smaller percentage of the total credits earned. Twenty-seven per cent had no opinion on that phase of the system. The divisional figures are quite similar.

The opportunity to meet more frequently with an advisor under the quarter system was considered an advantage by 47.7 per cent of the students, while a surprising 44.4 per cent gave a "no opinion" response.

In analyzing the response by division, only the students in the Trades and Industry associated degree programs surpassed the general "no opinion" percentage with a definite 50 per cent response to the same question concerning advisors.

There is no appreciable difference between male and female responses to the advisor question on either an all-school or divisional level.

Table 2

ALL PROGRAMS

1. The following are some of the effects of quarter system operations. Please indicate whether you consider them to be an advantage or disadvantage.

	Dis-advantage	Slight Dis-advantage	No Opinion	Slight Advantage	Advantage
a. The increased number of registrations per year.	32.3%	27.5%	13.8%	7.9%	18.5%
b. The decreased length of time between grades.	7.9%	19.1%	15.3%	32.8%	24.9%
c. The greater variety of general education courses offered as electives.	4.2%	5.3%	10.9%	28.6%	45.0%
d. More opportunities to make-up failed or missed courses.	4.8%	3.2%	24.3%	25.4%	42.3%
e. Must purchase a greater number of textbooks during a year.	45.5%	37.0%	13.2%	3.2%	1.1%
f. Each course makes up a smaller percentage of the total credits earned.	19.1%	23.8%	27.0%	22.2%	7.9%
g. An opportunity to meet with your advisor more times during the year.	5.3%	2.6%	44.4%	26.0%	21.7%

Question 2

The second question of the student evaluation of the quarter system asked for opinions concerning future effects of the plan. In all parts of the question, except part D (opportunity for cooperative work plan), over 80 per cent of the students felt the quarter system would produce increased benefits over the semester system. Only slightly over 11 per cent had no opinion on the first three parts of the question.

It must be noted that while 70.9 per cent thought a work-study program involving industry would be an advantage, 26.4 per cent had no opinion. This difference could be expected because in some divisions little explanation of such a work-study program has been made to the students.

The male and female responses to this part are quite similar in all divisions except in the Distributive Education Division. In that division, 75 per cent of the females gave a "no opinion" response to the work-study plan involving industry and 21.2 per cent of the males had no opinion. Again, the lack of information about such a program can account for the 75 per cent "no response." Perhaps the use of the word "industry" would also influence Distributive Education students who would not relate directly to the term.

Table 3

ALL PROGRAMS

2. The following are some future effects the quarter system may have on Western Wisconsin Technical Institute, please rate them in the same manner as the previous question.

	Dis-advantage	Slight Dis-advantage	No Opinion	Slight Advantage	Advantage
a. The opportunity to take a full quarter work in the summer.	.5%	.5%	11.6%	28.6%	58.8%
b. The opportunity to enter school four times during the year.	3.2%	3.7%	11.1%	28.6%	53.4%
c. The opportunity to shorten the time required to complete a two-year program by attending six consecutive quarters.	4.8%	4.2%	10.6%	29.1%	51.3%
d. The opportunity to participate in a cooperative work-study program where you would work full-time in industry one or more quarters per year.	1.1%	1.6%	26.4%	20.1%	50.8%

Question 3

Information given concerning the effect of the quarter system on the time available for participating in extracurricular activities indicate that 69.9 per cent of all students were unaffected by the new system and 20.6 per cent had less time to devote to extracurricular activities.

Almost the same number of male students as female students found a decrease in the amount of time for such activities but twice as many females (15.5 per cent) found an increase of time as did male students (7.5 per cent).

The only appreciable deviation from the all-school female response to the question of extra time came from those enrolled in the Trades and Industry Division programs. Of the females responding from the Commercial Art program, 33.3 per cent indicated an increase in available time and 55.6 per cent said they had less time than before to participate in extracurricular activities. The overall responses from females indicate that 65.5 per cent were unaffected timewise by the change to the quarter system, but only 11.1 per cent of the Trades and Industry Division females said their extra time was unaffected.

Table 4

ALL PROGRAMS

3. What effect has the quarter system had on the amount of time you have to devote to extra curricular activities?

Increase	Decrease	No Effect
9.5%	20.6%	69.9%

Questions 4 and 5

Questions four and five of the survey requested unstructured responses to questions concerning student opinions of the greatest single advantage and greatest single disadvantage of the quarter system. The responses correlated closely to the structured responses of questions one and two.

Question 4

The 148 responses concerning advantages of the quarter system fell into three general categories.

One category included items involved in scheduling: increased number of entry opportunities, availability of classes to make up failed or missed courses, and the opportunity to finish a program without a summer break. In this category, 30 students (20.3 per cent) considered the frequent availability of courses for the various reasons to be an advantage.

A second category of advantages was related to course credits, grade points, and maintaining interest in individual courses. The quarter system provided an advantage in this category to 52 (35.1 per cent) of the students responding to the question.

A third category into which responses fell concerned the greater variety of general education courses offered under the quarter system. Of the students responding, 66 (44.6 per cent) thought that the diversified selection of general education courses was the greatest single advantage.

None of the students mentioned as an advantage the larger number of contacts with an advisor. Perhaps students think that this contact is

routine, essential and not necessarily an advantage.

The following are typical responses to question four and represent the most frequent responses. They are recorded as they appeared on the survey:

-advantage of more subject matter available

-more courses learned

-faster grades

-get grades more often, which serves as an advantage because you know where you stand

-opportunity to shorten the time required to complete a two year program

-the greatest advantage that more courses are offered in your major field and also in electives

-able to take more subjects, and you don't spend as much time on each so interest is kept much higher

-the advantage of studying in more subjects to get a broader line of studies in your field

-have a chance to take more electives relating to major

-more subjects in your two years

-the opportunity to take a full quarter work in summer

Question 5

The disadvantages of the quarter system cited fell into four general categories. One category was a financial concern over the purchase of a larger number of textbooks required by a larger variety of courses. Of the 156 responses to question five, 48 (30.8 per cent) considered the purchase of more textbooks a disadvantage.

A second category of disadvantages of the quarter system related to the increased number of registrations per school year and adjustment to subsequent schedule changes. Responses referring to this particular disadvantage numbered 19 (12.2 per cent).

A third general category listed as a disadvantage of the quarter system included items that referred to course material. Responses from 81 (51.9 per cent) of the students were concerned with the concentration of material into a shorter period of time than previously considered a term.

The last category distinguishable as a disadvantage was mentioned in only eight (5.1 per cent) responses. These students anticipated difficulty in transferring credits to an institution not under the quarter system.

As in the examples listed in question four, the following typical responses are recorded exactly as they appear on the survey:

-cost of registration

-just get into meat when quarter's over

-too expensive for books

-it is more expensive, more books and an extra registration fee

-have to buy too many books - why couldn't they rent out books for a quarter?

-going through the line to register

-some credits may not transfer to a four year institution

-cost of buying books through the year

-push on covering present subject material-should cover less, but more thorough

-transferring credits to a college

-none

-the purchasing of books which are hardly used

Question 6

Students were asked to give their opinions concerning the amount of time spent in the three subject areas taught in their program under the quarter system.

The composite responses indicate that the students were equally divided in their opinions that sufficient time (48.1 per cent) and not enough time (49.2 per cent) was spent in major area subjects. The male and female responses in the separate divisions were almost the same percentage wise except in the associate degree programs offered in the Distributive Education and Trades and Industry Divisions. In the Distributive Education program 75 per cent of the females thought that sufficient time was spent in the major subject area and only 25 per cent thought not enough time was given to these classes. Females in the Trades and Industry Division associate degree programs were unanimous in their opinion that insufficient time was alloted to major subjects.

In regard to science and mathematics basic subjects, composite figures indicate almost the same opinions as do the responses to major area subjects except that 79 per cent thought too much time was devoted to science and mathematics as compared to only 2.7 per cent of the responses of this nature regarding major area subjects.

Over half of the students (55.6 per cent) thought that enough time was spent in General Education subject areas. On the divisional level, the largest per cent who considered that enough time was spent in general subjects was found in the Agri-Business Division. In this same division, no one considered that not enough time was devoted to general subjects and 11.1 per cent thought general subjects took too much school time.

Table 5

ALL PROGRAMS

6. Do you feel there is sufficient time allotted to each course to cover the material that is required? Please check all below that apply.

	No Answers	Sufficient Time	Not Enough Time	Too Much Time
Major Area Subjects	0	48.1%	49.2%	2.7%
Science and Mathematics	3.2%	48.2%	40.7%	7.9%
General Education Subjects	2.6%	55.6%	23.3%	18.5%

Question 7

On an all-school basis, 53.9 per cent preferred the quarter system over the semester system. It is interesting to note that 3.6 per cent more females preferred the quarter system than did males and the same number of females(3.6 per cent) had no opinion concerning system preference.

Table 6

ALL PROGRAMS

7. After considering all the possible advantages and disadvantages, do you prefer the quarter system over the semester system?

Yes	No	No Opinion
59.3%	27.5%	13.2%

II. Findings

Part 2 Faculty Evaluation

This portion of the findings is a comparision of the student and staff replies to the survey instrument as well as a detailed analysis of the faculty response.

Tables 7 and 8 are analyses of the faculty and student responses to the first question of the survey instrument while Tables 9 and 10 are similar analyses of the student and faculty responses to question number 2.

An important point in viewing the comparision between student and faculty responses is the apparent similarity of their opinions.

A chi square test of significance was applied to determine which replies displayed a significant difference between faculty and student responses. With one degree of freedom only four questions showed a significant difference at the .05 level: question 1-a, the increased number of registrations per year, showed a 5.230 chi square value; question 1-b, the decreased length of time between grades, showed an 8.368 chi square value; question 1-e, must purchase a greater number of textbooks during the year, showed a 17.915 chi square value; and question 1-f, each course makes up a smaller percentage of the total credits earned, showed a 43.871 difference.

These four questions related to the immediate effects of the quarter system. Students considered question 1-a, concerning the increased number of registrations per year, a greater disadvantage than the faculty.

The student attitude may be attributed to the fact that all students must participate in registration while only part of the faculty interviewed is concerned with the process. Most faculty members who disliked rigid registration procedures commented that less time-consuming registration procedures would improve attitudes toward the process.

The difference between faculty and student opinions about the decreased length of time between grades, question 1-b, and similarily question 1-f, each course making of the small percent of the total credits, can probably be attributed to the lack of student experience with each.

Faculty frequently commented the shorter length of time between grades acted as reinforcement and perhaps students do not think of the time factor in that light.

It is also highly probable that students give little consideration to the impact of the quarter system on the grade-point average or that the students are not as concerned with grade-point average as faculty. The question about the grade-point average showed the largest significant difference.

Question 1-e asked whether or not the purchase of the greater number of texts was an advantage or disadvantage. The significant difference could be attributed to the manner in which each group considers textbooks. Faculty appear to look upon them as references for future use while students consider texts a temporary item to use in school only. Comments by faculty during interviews indicated the trend toward the use of appropriate trade manuals and handbooks rather than the traditional textbooks.

The one question unique to the faculty survey about electing to take a quarter other than the summer quarter for vacation or study resulted in an overwhelming 83.2 percent in favor of such an option.

Faculty and students answered questions 1-c, 1-d, and 1-g in a very similar manner. In question 1-c, concerning the greater variety of general education courses offered as electives, only 6.7 percent of the faculty voiced any opinion that would indicate they felt these offerings to be disadvantageous. Faculty interviewed often commented that with a greater variety of general education courses students would have an opportunity for enrichment and "filling in where they felt a need".

The faculty also expressed the opinion that the quarter system at full operation could afford opportunities for students to make up failed or missed courses at times more favorable to the student. Although part

of the question of question 1, more frequent opportunities for students to meet with advisors, showed no significant difference in the responses of the two groups, a larger percent of the faculty (56.6 percent) thought it a distinct advantage as compared to student opinions (21.7 percent). Perhaps this can be explained by considering that a limited number of students seek the help of an advisor and that the faculty are more aware of the value of academic counseling. Question 2 of the survey was related to the future effects of the quarter system. Again, as with most of question 1, there is no significant difference between the opinion of the two groups.

Parts a, b and c of question 2 dealt with a full-scale year-round operation. If full operation were in effect for all programs, 87.6 percent of the faculty interviewed believed the flexibility would accelerate student progress toward program completion.

Part d of question 2 asked opinions on a cooperative work-study program facilitated by the quarter system. Over 70 percent of faculty and students believed an arrangement would be advantageous.

Question 3 asked what effect the quarter system had on the amount of time they had to devote to extracurricular activities. Only a few students and faculty felt the quarter system had any effect on their "extra time". (Table #4)

Question 4 and 5 were nonstructured and asked the faculty to state in their own words the greatest single advantage and the greatest single disadvantage of the quarter system. As with student responses, the faculty comments, though varied, fell into a few general categories of advantages. The most typical were:

A. Flexibility in courses and entry time.

B. It is easier to motivate and maintain student interest.

C. Classroom innovation is generated.

D. Shorter courses can keep material interesting.

E. Easier to come and go and pick up courses.

F. Students get a bigger variety of subjects and teachers. It's less boring for both.

The disadvantages, too, fell into only two general categories. The most frequently mentioned disadvantage is the increased number of registrations per year. Most individuals felt that, when procedures are simplified and paper work minimized to decrease the amount of time spent by faculty and students, registration would no longer be a problem. The second greatest disadvantage listed was the purchase of a greater number of textbooks per year. However, most instructors felt that more trade manuals and handbooks would be more beneficial and a more sensible approach than the traditional textbook purchases.

Responses to question 6, concerning the amount of time allotted each course, are found in Table #5. A chi square test was applied to the responses of faculty and students. (Table # 8) Only in the category of science and math is there any significant difference in these responses. In this category the test shows a 9.9910 result on the .05 level with three degrees of freedom.

Table 7

FACULTY RESPONSES

1. The following are some of the effects of quarter system operations. Please indicate whether you consider them to be an advantage or disadvantage.

	Disadvantage		Slight Disadvantage		No Opinion		Slight Advantage		Advantage	
	No.	%	No.	%	No.	%	No.	%	No.	%
a. The increased number of registrations per year	12	13.5	25	28.1	20	22.5	17	19.1	15	16.8
b. The decreased length of time between grades	3	3.4	9	10.1	7	7.8	29	32.6	41	46.1
c. The greater variety of general education courses offered as electives	2	2.2	4	4.5	15	16.9	19	21.3	49	55.1
d. More opportunities to make-up failed or missed courses	1	1.1	3	3.4	6	6.7	21	23.6	58	65.2
e. Must purchase a greater number of text books during a year	14	15.7	34	38.2	26	29.2	9	10.1	6	6.8
f. Each course makes up a smaller percentage of the total credits earned	1	1.1	7	7.9	17	19.1	40	44.9	24	27.0
g. An opportunity to meet with your advisor more times during the year	1	1.1	3	3.4	21	23.6	19	21.3	45	50.6

Table 8

STUDENT-FACULTY RESPONSES

Students 189 Faculty 89 Total 278

1. The following are some of the effects of quarter system operations. Please indicate whether you consider them to be an advantage or disadvantage.

			Advantage Number	Disadvantage Number	
a.	The increased number of registrations per year	Student	50	113	*
		Faculty	32	37	
b.	The decreased lenth of time between grades.	Student	109	51	*
		Faculty	70	12	
c.	The greater variety of general education courses offered as electives	Student	139	18	
		Faculty	68	6	
d.	More opportunities to make-up failed or missed courses	Student	128	15	
		Faculty	79	4	
e.	Must purchase a greater number of text books during a year	Student	8	156	*
		Faculty	15	48	
f.	Each course makes up a smaller percentage of the total credits earned	Student	57	81	*
		Faculty	64	8	
g.	An opportunity to meet with your advisor more times during the year	Student	90	15	
		Faculty	64	4	

* This item showed a significant difference at the .05 level (1 df) in the chi square test of significance.

Table 9

FACULTY RESPONSES

2. The following are some future effects the quarter system may have on WWTI.

Please rate them in the same manner as the previous question.

	Dis-advantage		Slight Dis-advantage		No Opinion		Slight Advantage		Advantage	
	No.	%	No.	%	No.	%	No.	%	No.	%
a. The opportunity to take a full quarter work in the summer	0	0	4	4.5	6	6.7	13	14.6	66	74.2
b. The opportunity to enter school four times during the year	1	1.1	1	1.1	3	3.4	12	13.5	72	80.9
c. The opportunity to shorten the time required to complete a two-year program by attending six consecutive quarters	1	1.1	4	4.5	13	14.6	8	9.0	63	70.8
d. The opportunity to participate in a cooperative work-study program where you would work full-time in industry one or more quarters per year	1	1.1	1	1.1	9	10.1	10	11.2	68	71.5

Table 10

STUDENT-FACULTY RESPONSES

Students 189 Faculty 89 Total 278

2. The following are some future effects the quarter system may have on Western Wisconsin Technical Institute, please rate them in the same manner as the previous question.

			Advantage Number	Disadvantage Number
a.	The opportunity to take a full quarter work in the summer	Student	165	7
		Faculty	79	4
b.	The opportunity to enter school four times during the year	Student	155	13
		Faculty	84	2
c.	The opportunity to shorten the time required to complete a two-year program by attending six consecutive quarters	Student	152	17
		Faculty	71	5
d.	The opportunity to participate in a cooperative work-study program where you would work full-time in industry one or more quarters per year	Student	134	5
		Faculty	78	2

No item showed a significant difference in the chi square test of significance.

Table 11

FACULTY RESPONSES

3. What effect has the quarter system had on the amount of time you have to devote to extra curricular activities?

Increase		Decrease		No Effect	
No.	%	No.	%	No.	%
5	5.6	25	28.1	59	66.3

Comments on questions 4 and 5 not suitable for charting.

Table 12

FACULTY RESPONSES

6. Do you feel there is sufficient time allotted to each course to cover the material that is required? Please check all below that apply.

	Sufficient		Not Enough		Too Much		No Opinion	
	No.	%	No.	%	No.	%	No.	%
Major Area Subjects	47	52.8	21	23.6	0	0	21	23.6
Science and Mathematics	39	43.8	13	14.6	1	1.1	36	40.5
General Education courses	51	57.3	8	9.0	9	10.1	21	23.6

Table 13

STUDENT-FACULTY RESPONSES

6. Do you feel there is sufficient time allotted to each course to cover the material that is required? Please check all below that apply.

		Sufficient	Not Enough	Too Much	No Opinion	Total
Major Area Subjects	F.	41	21	0	21	83
	S.	91	93	5	0	189
	T.	132	114	5	21	272
						X^2=6.927
						.05 level 3df
Science and Mathematics	F.	39	13	1	36	89
	S.	91	77	15	6	189
	T.	130	90	16	42	278
						X^2=9.9910
						.05 level 3df
General Education Courses	F.	51	8	9	21	89
	S.	105	44	35	5	189
	T.	156	52	44	26	278
						X^2=7.0830
						.05 level 3df

Table 14

FACULTY RESPONSES

After considering all the possible advantages and disadvantages, do you prefer the quarter system over the semester system?

Yes		No		No Opinion	
No.	%	No.	%	No.	%
73	82.0	5	5.6	11	12.4

This result probably can be used to support the argument that a quarter system gives lateral growth but does not allow for a great deal of depth in a subject or, perhaps students feel rushed in a science and math course where other observations show that many students are weak, especially during the first year of a two-year program.

Question 7 asked for all consideration, would the faculty and students like to keep the quarter system. (Table # 14)

A larger percent of the faculty (82.0 percent) were in favor of keeping the quarter system than were the students (53.9 percent).

Analysis of Effects on Other Groups

The in-school academic groups most affected by the quarter system reacted favorably to the new situation. Ancillary personnel interviewed expressed similar views in that the quarter breaks would give additional time to work on facilities without students in attendance.

The three out-school groups contacted about quarter system effects were area secondary school who supply students, four year institutions who accept credit transfer of Western Wisconsin Technical Institute graduates and employers who hire our graduates.

Reports from the Institute's High School Relations Office indicate that high school graduates find no problem entering into programs on a quarter system. Counselors also report that they receive no voluntary complaints on the quarter system from the Institute students they contact on a day-to-day basis. This condition can be interpreted as a positive

response to the system. They also believe that favorable comments on the system are made as feedbacks from Institute students to their high school friends. (See Table 15) for area covered in recruitment)

The Registrar's Office reported that all credit transfers are made on an individual basis. Those four-year schools accepting credit transfers have formulas by which credits can be equated. Studies of graduates show that many have gone to four year institutions after graduation from Western Wisconsin Technical Institute and several have completed bachelor's degrees.

The following data were taken from published Institute studies:

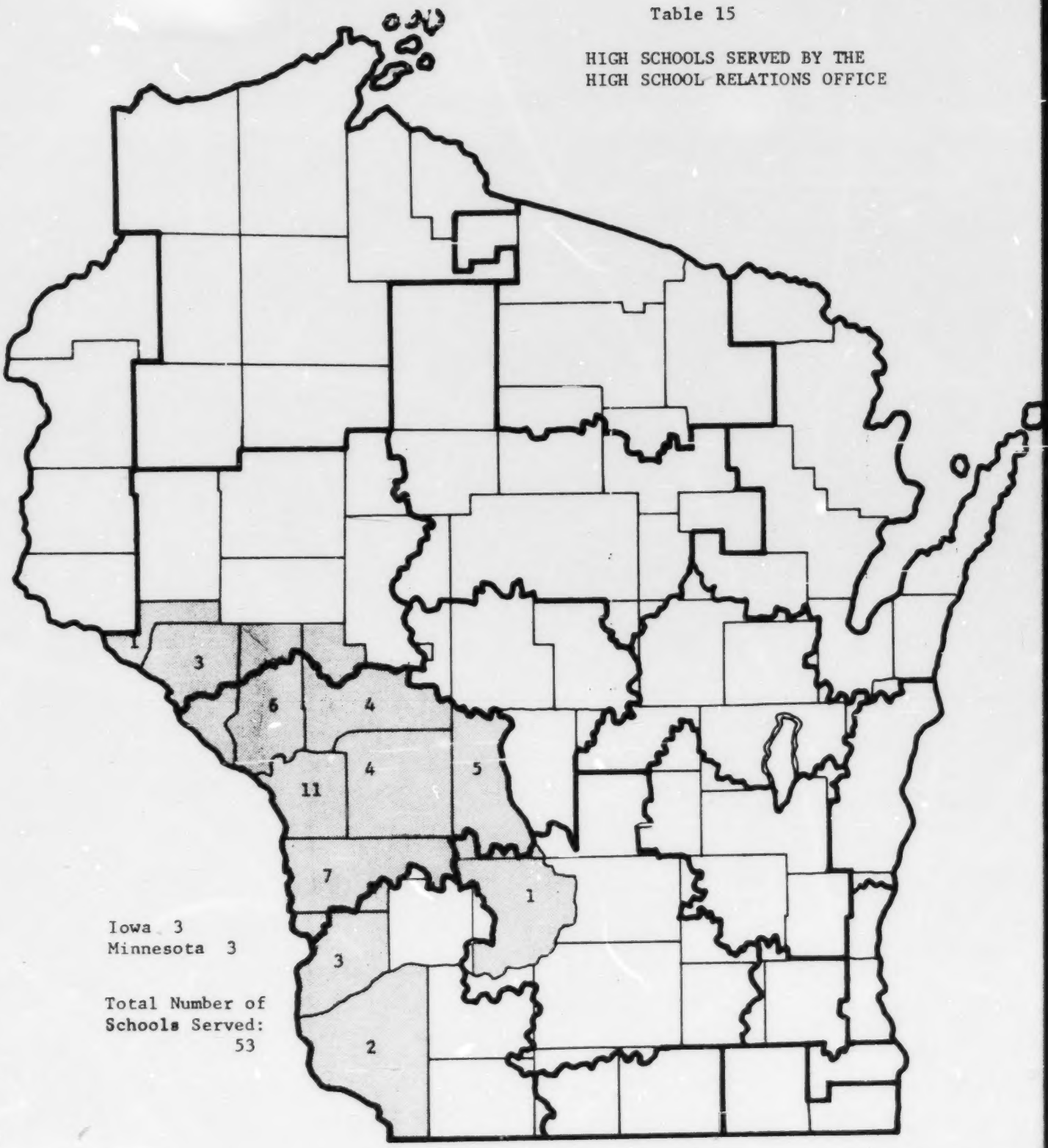
	Six Months Follow-up	Three Year Follow-up
1967 Graduates	16 continuing education	5 completed degree
1968 Graduates	28 continuing education	5 completed degree
1969 Graduates	13 continuing education	data not available

Some minor difficulty is created by the difference in the beginning and ending times of the Institute and some other schools. However, individualized adjustments are made.

In conjunction with other activities, the Placement Office conducted a survey among industry and businessmen asking if more frequent quarter system graduations would be of greater service to them. The survey revealed that 81.8 percent of the employers answered yes; 9.1 percent answered no; and 9.1 percent were undecided.

Table 15

HIGH SCHOOLS SERVED BY THE
HIGH SCHOOL RELATIONS OFFICE



Iowa 3
Minnesota 3

Total Number of
Schools Served:
53

Part III. Conclusions

As a result of this study and other related considerations, many major changes have either been initiated or will be within the next several years. These changes include alteration of program length, multiple starts in programs, and changes in program starting time, etc.

A major change has been in placing a number of programs on year around (four quarter) operation.

Several programs which had previously been designated as two-year diploma programs are now conducted as four-quarter programs and run continuously throughout the year.

Programs which have been affected in this manner are: Auto Body, Auto Mechanics, Electronic Servicing, Printing, Mechanical Drafting, Refrigeration Servicing, and Wood Technics.

This has also brought the scheduling of Practical Nursing more into line with the remainder of the institution.

As stated previously, several programs have been provided with multiple starts at different times during the year which has increased the efficiency and utilization of facilities.

These changes have all been made possible by the increased flexibility caused by the greater number of scheduling periods in a year.

Any system has both areas of strength and weakness. In evaluating the quarter system they must be weighed against each other. The following is a summary of strengths and weaknesses with a brief discussion of each:

Strengths:

- A greater flexibility in scheduling students is available.

  This increased flexibility is brought about by the greater number of scheduling periods and the multiple starting times which have come about because of the quarter system.

- The student has a wider selection of electives and course offerings.

  Because of the implementation of the quarter system a great number of general education courses have been offered in the past several years along with electives in the technical specialities. These courses have provided a much greater breadth for the students.

- Full year operation of the institution produces greater utilization of buildings and equipment.

  The programs in which continuous operation is now in effect have a much higher utilization of both expensive instructional equipment and physical facilities. In the normal two semester systems, these facilities lie idol during the summer months or are used on a much reduced basis for a "summer school" program.

- Students can more easily repeat courses they have either missed or failed.

  With a greater number of scheduling periods within the year, courses can be repeated more often therefore making them available to the students on a more regular basis. Courses which previously had been offered only once a year are now offered two or three times during the calendar year.

- Students interest and morale are stimulated by the shortened time schedule.

  Student morale is much easier to maintain and stimulate in the twelve week block than the traditional semester eighteen week time period. One of the major purposes for grading is to provide periodic assessment of students and reassurance that they are satisfactorily progressing towards their own goals. By receiving this assessment

on a twelve, rather than eighteen week basis, the student morale is kept at a higher level.

Disadvantages:

- Increased paper work because of more frequent grading and registration cycles.

  At this point in time this seems to be the major disadvantage of the quarter system over the traditional semester system. This can be and is being minimized, however, through the use of data processing and other automated technics.

- Students may be required to purchase more textbooks.

  While in some programs students have been required to purchase a greater number of textbooks, this can and is being remedied through the utilization for more than one quarter in the technical area and the use of paper back and non-text materials in other courses.

QUARTER SYSTEM EVALUATION SURVEY

As a second-year student you have had the opportunity to study under both the quarter and the semester systems. This survey is an attempt to measure your reaction to that experience. Please answer all the questions as completely and candidly as possible.

PROGRAM_____SEX___M___F

1. The following are some of the effects of quarter system operations. Please indicate whether you consider them to be an advantage or disadvantage.

	dis-advantage	slight dis-advantage	no opinion	slight advantage	advantage
a. The increased number of registrations per year					
b. The decreased length of time between grades					
c. The greater variety of general education courses offered as electives					
d. More opportunities to make-up failed or missed courses					
e. Must purchase a greater number of text books during a year					
f. Each course makes up a smaller percentage of the total credits earned					
g. An opportunity to meet with your advisor more times during the year					

2. The following are some future effects the quarter system may have on WWTI, please rate them in the same manner as the previous question.

	dis-advantage	slight dis-advantage	no opinion	slight advantage	advantage
a. The opportunity to take a full quarter work in the summer					
b. The opportunity to enter school four times during the year					
c. The opportunity to shorten the time required to complete a two-year program by attending six consecutive quarters.					
d. The opportunity to participate in a cooperative work-study program where you would work full-time in industry one or more quarters per year					

3. What effect has the quarter system had on the amount of time you have to devote to extra curricular activities.

Increase ( ) Decrease ( ) No Effect ( )

4. What is the single greatest advantage of the quarter system:_____

_____

_____

5. What is the single greatest disadvantage of the quarter system:_____

_____

_____

6. Do you feel there is sufficient time alloted to each course to cover the material that is required. Please check all below that apply.

	Sufficient Time	Not Enough Time	Too Much Time
Major area subjects	( )	( )	( )
Science and Mathematics	( )	( )	( )
General Education courses	( )	( )	( )

7. After considering all the possible advantages and disadvantages, do you prefer the quarter system over the semester system?

Yes ( ) No ( ) No Opinion ( )

8. Please place any additional comments here_____

_____

_____